



FALL 2022

History of American Women  
HIST 5310 WO4



Barbara Becker, "My Feminist Roots," File 9, Box 1, S750.Z National Organization for Women (Lubbock Texas Chapter Records, 1978-1991), Southwest Collection, Texas Tech University, Lubbock, Texas.

*Note: photo taken by me!*

**Instructor:** Kendra K. DeHart, Ph.D.

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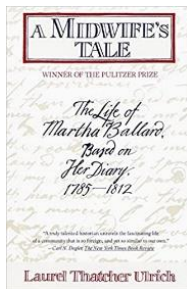
**Office:** LH 212

**Office Hours:** Monday, 3:30 to 4:30; Friday, 11 to 12; or by appointment

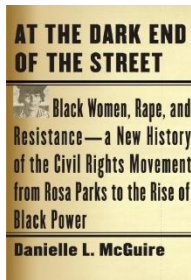
## **COURSE DESCRIPTION:**

Women comprise over half of the US population, but their contributions to American history and the stories of their lives do not generally comprise half of what is taught or learned in general history courses. Our understanding of the past is transformed when we consider American history through women's eyes. This course, therefore, moves through the chronology of American history to examine broad themes that have shaped women's lives in the United States from the indigenous and colonial period to the present. We will explore changing conceptions of motherhood, women's bodies, and sexuality; women's labor; and the various social and political movements—abolition, suffrage, peace movements, immigration policies, civil rights, and feminism[s]—where women were key players. While tracing larger trends and identifying women's common experiences, we will also pay close attention to the specific identifications of individual women in order to underscore the differences and divisions among them. Throughout this course, we will investigate the ways in which notions of gender difference[s] changed over time and how women created, influenced, and responded to shifting and contested cultural, political, and social spheres and roles.

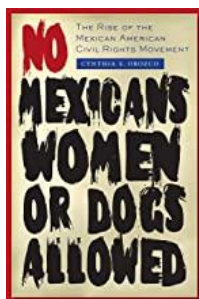
## **REQUIRED TEXTS:**



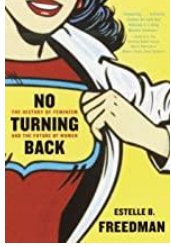
Ulrich, Laura Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Vintage Books, 1991). ISBN: 0679733760.



McGuire, Danielle. *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Alfred A. Knopf, 2010. ISBN: 030726906X



Orozo, Cynthia. *No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement*. Austin: University of Texas Press, 2009.



Freedman, Estelle B. *No Turning Back: The History of Feminism and the Future of Women*. New York: Ballantine Books, 2002. ISBN: 0345450531.

**NOTE:** Supplemental primary and secondary readings will also be required. These readings will be uploaded to Blackboard for you to download, or they will be provided by the professor.

### **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
  - Marketable Skills:
    - Students will learn the importance of meeting deadlines in a successful manner.
    - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
    - Students can learn to select and organize data in a relevant manner.
    - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  - Marketable Skills:
    - Students can learn how ideas and interpretations change over time.
    - Students can learn how to evaluate different interpretations and ideas.
    - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
  - Marketable Skills:
    - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
    - Students can develop a multicultural perspective necessary for an increasing globalized world.
    - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of exams, book reviews, presentations, and research papers.

### **GOALS OF THIS COURSE:**

At the end of this course, the student should have a greater appreciation of the history of women and their contributions to American history. The student will:

1. Identify the historical continuity and change within US women's history.
2. Define gender and clarify its interaction with racial, ethnic, and status differences throughout US women's history.
3. Define sexuality and the social, economic, and political context out of which sexuality is created and operates within American society.
4. Identify and critically analyze individuals who have contributed to the changing of women's status in US history.
5. Identify and explain the shifting economic, political, social, and cultural movements that have contributed to the changing of women's status throughout the history of the US.
6. Differentiate between primary and secondary sources in US women's history.
7. Hone the craft of analytical writing through assignments that incorporate the skills of developing a thesis statement, contrasting an argument, analyzing texts, and properly citing sources.

### **COURSE POLICIES:**

1. **Attendance:** This is a web-delivered course designed to be an independent study. As such, we will not have virtual meetings unless individual students request them. You are responsible for keeping up with the assignments and syllabus. **Responsibilities for notifying faculty for arranging potential make-ups rest with the students.** If you miss an assignment, you must contact me directly via email with an explanation.
2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of "phone tag."

All email messages to the instructor should **include your name, your class section number, and a simple message** stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Students who are unable to complete an assignment on the due date must notify the professor by email or phone within 48 hours. Students who do not give such notification and provide documentation will not be allowed to take to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment, unless other arrangements have been made.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.

- a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
  - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
    1. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
    2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
    3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
    4. No use of any technological device is allowed during exams.
  - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
  - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work

as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

- c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

**Statement on Academic Honesty:** “The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”

—Excerpt from the Student Handbook

**\*\*NOTICE TO STUDENTS\*\*:** At certain times this semester, we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually, I welcome such discussions as an appropriate part of our classwork.

### **ASSIGNMENTS:**

1. **Book Reviews:** All students will read two books and write a book review on each of the books listed above. A handout will be provided on how to write a successful book review along with guidelines of what is expected.
2. **Quizzes:** Supplemental readings along with a short quiz will be posted throughout the semester. You will take this quiz on Blackboard.
3. **Dobbs v. Jackson Analytical Essay:** One of the most significant Supreme Court cases regarding women's rights in the United States occurred in June this year. After reading the *Dobbs v. Jackson* decision along with secondary and primary sources pertaining to the case, students will write a twelve double-spaced essay analyzing how history was (and is) being used to support the decision. This is not an essay arguing “for” or “against” the decision; rather, it encourages students to engage in critical analysis of past and present documents in order to better understand the Court's decision as well as its implications for women in the United States today. A handout will be provided to students with more guidelines.
4. **Oral History Paper:** Students will conduct an oral history interview with a female family member or friend about her experiences. When selecting someone to interview, please find someone who was born before 1970. You will also need the interviewee to sign a form, which I will provide, that informs them that you will be sharing and analyzing their experiences. After conducting the interview, you will then write a five-to-

seven page, double-spaced paper analyzing this interview alongside the material we have covered in class. **This will count as the final exam for this course.**

### **GRADES:**

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Book Review (5 @ 100 pts. each)	500 pts.
Quizzes	100 pts.
<i>Dobbs v. Jackson</i> Analytical Essay	300 pts.
<u>Oral History Paper</u>	<u>100 pts.</u>
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
890 to 800 pts.	B
790 to 700 pts.	C
690 to 600 pts.	D
590 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an "A."

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor's approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

### **Students with Disabilities:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832.  
Telephone: 432-837-8691. Email: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

### **Classroom Climate of Respect:**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement:**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Library Information:**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SEMESTER SCHEDULE**

*Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.*

- **DUE Friday, 9/2**
  - Readings and Quiz on Blackboard
  
- **DUE Friday, 9/9**



- *A Midwives Tale* Book Review
- **DUE Friday, 9/16**
  - Readings and Quiz on Blackboard
- **DUE Friday, 9/23**
  - *At the Dark End of the Street* Book Review
- **DUE Friday, 10/7**
  - *No Mexican, Women, or Dogs Allowed* Book Review
- **DUE Friday, 10/21**
  - *No Turning Back* Book Review
- **DUE Friday 11/4**
  - Readings and Quiz on Blackboard
- **DUE 11/18**
  - *Dobbs v. Jackson* Analytical Essay
- **DUE 12/2**
  - Final Oral History Paper